



# Country Profile for Belgium

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## Identification of Existing State of Business Incubation

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## Terminology

Belgium is a country with interesting features of vibrant business incubation and entrepreneurship facilitation. Belgium offers the dichotomy of convoluted public sector and dynamism stemming from the presence of lead private sector entities. Most international corporations have a Brussels office; the industrial chemical sector attracts international excellence with production and research facilities. This generates a dynamic ecosystem in support of entrepreneurship.

When it comes to definitions and terminology, there is not a clear taxonomy of what constitutes a “business incubator”, as the term is often used to describe various services. In addition, the term “accelerator” is also becoming predominant in the Belgian entrepreneurship promotion ecosystem. The coexistence of “incubators” and “accelerators” overlaps in Belgium, where there is not a clear distinction between hand-holding and coaching entrepreneurs to be to establish a business (typical of incubation) and supporting the growth of an existing enterprise (typical of an accelerator).

The landscape in Belgium is further enriched by the recently growing phenomenon of co-working spaces and facilities that are mushrooming in Belgium, in particular in urban areas and that cater to young people to stimulate their entrepreneurial spirit. In Belgium, co-working spaces are perceived to be similar to an “incubator” due to not only access to facilities (typically office space, a WiFi connection, printer and conference room) but also the opportunity to work together with other young professionals and potentially generate ideas and launch business ventures.

The “co-working” phenomenon is growing rapidly, and in Brussels there is also a self-proclaimed “co-working community”: by their definition, co-working is not mere shared office space, but a “fully dedicated space for co-working” with a “facilitator dedicated to connect members, build trust” and who “promotes and encourages collaboration, interaction and serendipity”. As such, co-working spaces are often perceived as a “lighter” version of a business incubator where at the very least it is possible to access cross-subsidizes (or simply more conveniently priced) office space.

## General country context

Belgium represents quite a unique case across the EU due to its Federal structure and highly decentralised system: Belgium comprises the federal state, three regions (Flemish Region, Walloon Region, and Brussels-Capital Region), and three communities (Flemish Community, French speaking Community, and German-speaking Community). There is a further subdivision into 10 provinces (five Flemish, and five Walloon), and 589 municipalities.

Key policy and programmatic responsibilities for education and entrepreneurship are delegated to the regions and communities. The Belgian entrepreneurship ecosystem is hence a composition of two major and one minor systems, seldom co-operating and at times competing through a multi-layer governance mechanism composed of at least five levels of bureaucracy through a web of federal, con-federal and sub-sovereign elements.

Consequently, there is not one “Belgian entrepreneurship and incubation system” in itself, since all regions (and communities) have close to full autonomy in managing their own systems. The Federal government of Belgium has authority for specific policy domains such as space, nuclear power and metrology research, all fiscal policies and general economic framework policies.



### Box 1. Belgian Federalism and Multilevel Governance

Belgian federalism has the following important features:

There is no hierarchy. Its main component authorities (the federal state and the federated entities – the regions and the communities) are on an equal footing. This means that no authority (for example, the federal state) has precedence over another, and no authority can impose requirements (including regulatory requirements) on another. Legislative texts issued by each authority are on an equal footing.

Competences are exclusive to the different authorities. Competences are distributed across the federal state and federated entities with no overlap competences, at least in principle. Each authority has its own legislative and executive powers for its field of competences, and its own parliament and government to exercise these powers. Flanders has, however, opted for combining the parliament and government of both the Flemish Region and the Flemish Community into a single parliament and a single government. Beyond this, there are no shared government or parliamentary structures.

The structure is asymmetric. The three regions do not have exactly the same responsibilities (nor do the three communities). Dividing lines of competences are complex and “lacework” like, the result of negotiations in the federalisation process. The responsibility for a given area generally depends on the subject at stake. Broadly, the regions have powers connected with their territory (for example environment and transport), and the communities have powers more specifically relevant to individuals (for example education and health).

Whilst competences are exclusive, a large number of policy areas are shared. A large number of policy areas are covered by several entities. This is the case, for example, for the economy, the environment, employment, energy policy, which are shared between the federal state and the regions as well as, in some cases, the communities. Different competences relating to these policy areas have been allocated to the federal state and federated entities. For example, in the field of energy, tariffs and national market regulation are with the federal state, whilst energy efficiency is with the regions.

There are also a number of centralising elements. Although significant competences have been devolved to the regions and communities, the federal state has retained some important powers including national defence, justice, aspects of economic policy and finances, and social security. Federal state powers cover everything that has not been expressly devolved to the federated entities. Furthermore, it is ultimately responsible for Belgium’s obligations (including those of the federated entities) in respect of the European Union.

Source: OECD

Such connotation of Belgian Federalism is quite relevant in the domain of the SUPER Project as it reveals a degree of fragmentation that may lead to un-necessary inter-regional barriers to entrepreneurship and potential missed opportunities due to low economies of scale. Moreover, the high degree of fragmentation leads to a dimension issue of having three (if not more) sub-optimal sized markets that may lead to overall misalignment of expectation and implementation when it comes to promoting entrepreneurship and



business incubation that, by nature, require an open and networked ecosystem to nurture entrepreneurial talent.

Most importantly, such fragmentation has proven detrimental to the research efforts in the SUPER Project. At primary research level, many factors led to lower than anticipated participation of stakeholders in the questionnaire based survey. The Belgian partner identified 80 stakeholders in the domain of entrepreneurship and business incubation at HE level in the country. While direct contacts have been established via email and telephone call follow-ups, only a few stakeholders made themselves available to participate in the survey. This may be due to the generalised low interest in activities not initiated by local/regional actors; this may be a function of low collaborative spirit and low entrepreneurial attitude (best captured by EU Commission reports:

“...At the root is the question of attitude...there is a structural problem in the education system which places no focus on entrepreneurship”

“The country’s weaknesses in terms of entrepreneurship and company dynamics are slowing the development of innovative and knowledge-intensive firms”

At secondary research level, such fragmentation led to the lack of available resources that analysed the phenomenon of business incubation and entrepreneurship education at national level and that documented its evolution in the recent past. This due to the fact that there is not a centralised national agency nor overarching umbrella organisation at national level that is interested in mapping and assessing strengths and weaknesses of the business incubation as a whole. Rather, the policy fragmentation is fully mirrored at implementation level with a plethora of entities acting in isolation. The secondary research revealed also another dimension of fragmentation in addition to the institutional one: a generalised cultural divergence that then is exacerbated by considerable language barriers between French, Flemish Dutch and German. An exception appears to be the bilingual are of the capital city, Brussels-Capital Region, where French and Flemish Dutch are widely used and English is the language of choice for most business practices.

Overall, there seems to be a dichotomy in the domain of entrepreneurship education and business incubation in Belgium: on the one hand the ecosystem is “vibrant” with many actors involved and a significant number of business incubators. On the other, business incubation as a policy theme is neither studied nor observed by policy stakeholders, academic or sector participants. When comparing desk research results from Belgium to those of other countries represented in the SUPER Project, there seems to be a qualitative and quantitative difference in the availability of research and industry papers and analytical documents.

### **Start-up eco-system and current incubation / acceleration practice**

The Belgian start-up ecosystem is quite dynamic with a variety of actors involved, primarily from the private sector in particular with a significant presence of initiatives from the corporate world and investors’ community (both traditional investors like commercial banks and alternative financing such as venture capitalist and business angels). Noteworthy initiatives are the ones undertaken by large multinational corporations of the likes of Microsoft, Johnson & Johnson and Solvay that have all established sector specific business incubators in Belgium.



### Johnson & Johnson' JLINX Incubator

In March 2016 Johnson & Johnson Innovation launched its business incubator JLINX to provide researchers and entrepreneurs access to venture funding, R&D expertise and state-of-the-art facilities.

The initiative is a corporate collaboration between J&J and Janssen Pharmaceutica Inc. JLINX focuses on early-stage innovations with a focus on pharmaceutical, life-science applications and in particular human microbiome.

JLINX will be located in a fully dedicated facility on the Janssen premises in Beerse and is going to be jointly managed with Johnson & Johnson Innovation and bioqube ventures that will provide objective independent input in the selection process.

<http://www.jninnovation.com/jlinx>

A very interesting case in the Belgian incubation and acceleration ecosystem is the presence of many initiatives from financial intermediaries, in particular commercial banks: BNP Paribas Fortis struck a partnership with CoStation, a startup accelerator for IT. ING launched the ING FinTech Village, the first Belgian financial accelerator dedicated to technologies in the domain of financial services and products (fintech). ING FinTech Village was established in collaboration with Deloitte and IBM to provide an acceleration programme of four months with expert coaching and mentoring that lead to a full Proof of Concept of business ideas. KBC, another large Belgian bank, launched STARTIT a coworking space and incubation mechanism devoted to innovative young start-ups with a strong focus on new technologies and Internet applications.

In the research phase of the SUPER Project, 33 incubators have been identified in Belgium; while some report to have linkages with the academic and research community, just a couple can be considered university business incubators, with the prevalence of the identified incubators being privately held and sector-specific.

	Name of Incubator	Notes
1	EEBIC	Business support for young innovators
2	Eurobiotec	
3	ICAB (Incubatiecentrum Arsenaal Brussel)	Offers many services to help start a business, such as accommodation, infrastructure, entrepreneurial environment and variable strategic solutions.
4	Solvay	The Company's R&D site open to start-ups.
5	Incubateur de l'UCL	University incubator
6	BLSI (Brussels Life Science Incubator)	Provides a dynamic environment to boost your innovations in the field of life sciences.
7	Héraclès sa	
8	Kheops Business Center	
9	Idelux	
10	CEILLN	



11	The Hub Brussels	
12	MIC (Microsoft Innovation Center)	Supports the development of the IT sector in the Brussels region with a specific focus on Software and Clouds technologies.
13	CAP Innove	
14	Solvay Entrepreneurs Bruxelles	
15	Betagroup coworking space	Hybrid business center, virtual office, professional network
16	LME (La Maison de l'Entreprise)	Focus on young entrepreneurs to be and innovators
17	Cide-Socran	
18	WSL	Walloon incubator for engineering sciences
19	WBC (Wallonia Biotech Coaching)	Focus on Life Sciences and industrial projects
20	Bryo	Targeted at young people (age 18 to 36): provide 3 year support
21	Fonder Institute	
22	ICUBES	ICT incubator
23	IdeaLabs	
24	Iminds	IMinds' incubation and entrepreneurship programs connect entrepreneurs and researchers. An independent institute, is fully funded by the Flemish government
25	Incubaid	Technology incubator
26	InQube	European female digital incubator as an initiative of the Digital Leadership Institute
27	LeanSquare	Walloon incubator programme
28	Microsoft Innovation Center Flanders	Targeted at Walloon companies in the IT sector
29	NestUp	First TechStars-style startup incubator in Belgium
30	Startathlon	An incubator programme from technology company Sirris with focus on Software startups
31	Starter coaching	Offer an intense 6 month program with personal one-on-one coaching
32	The Faktory	Private tech startup accelerator and seed investment fund
33	UNIZO	

## Geography of start-up ecosystem

There tends to be a concentration of business incubators around urban areas, with a particular concentration in the Brussels Capital area, which is justified by the presence of large multinational corporations, headquarters of commercial banks as well as the presence of crucial research and academic institutions. Another factor that may play in favor of Brussels as location of choice of most incubators and accelerators is its “bilingual” and hence “neutral” stance in a highly fragmented and strongly federal country such as Belgium.



Nonetheless, there is a somehow balanced distribution of business incubation and entrepreneurship support mechanisms throughout the country, with a somehow equal distribution between the Flemish half of the country and Wallonie.

## HEI eco-systems

The Belgian constitution (art. 24, §1) provides for freedom of education so anybody can found an educational institution, even an institution of higher education. These educational services can be self-financed, through fees or other means. Educational services in higher education in Belgium do exist as a solely private enterprise, but most higher education in Belgium is state-funded, even though all students are charged tuition fees.

The university colleges provide mostly shorter and more vocationally oriented courses. Some of these hogescholen (or hautes écoles) also provided longer, 4 years courses and were called the longer type. After the Second World War they received a confirmation of their higher status by being called academic, but not university institutions of higher education. The adoption of the Bachelor-Masterstructure in September 2004 in Belgium meant that the hogescholen or hautes écoles (of the shorter type) provide professional oriented programs leading to a Bachelor-degrees, while the hogescholen or hautes écoles which provided education of the longer type are qualified to grant Master degrees. There are 20 Universities in Belgium, all concentrated around large cities:

### Six Flemish universities

- Universiteit Antwerpen, Antwerp
- Hogeschool-Universiteit Brussel, Brussels
- Vrije Universiteit Brussel, Brussels
- Universiteit Gent, Ghent
- Universiteit Hasselt, Hasselt
- Katholieke Universiteit Leuven, Leuven and Katholieke Universiteit Leuven Campus Kortrijk, Kortrijk

### Universities in the French community

- Université de Namur, ex Facultés Universitaires Notre-Dame de la Paix, Namur
- Université Saint-Louis Bruxelles, Brussels
- Université catholique de Louvain, Ottignies-Louvain-la-Neuve
- Université de Liège, Liège
- Université de Mons, Mons
- Université Libre de Bruxelles, Bruxelles

In addition, there are also a number of technical, international and religious universities

- College of Europe (Bruges)
- Continental Theological Seminary (Sint-Pieters-Leeuw)
- Evangelische Theologische Faculteit (Leuven)
- Faculteit voor Protestantse Godgeleerdheid Brussel (Brussels)
- Flanders Business School (Antwerp)
- Instituut voor Tropische Geneeskunde (Antwerp)
- Vesalius College (Brussels)
- Vlerick Leuven Gent Management School (Leuven, Ghent)

The fragmentation mentioned above in this note, affects also the way entrepreneurship education is perceived and defined across the country. In Flanders, the Flemish Action Plan for Entrepreneurship



Education was put in place 2011 and drove the implementation of a number of initiatives supporting entrepreneurship. It incorporates entrepreneurship education within a wider set of priorities. Entrepreneurship skills are explicitly recognised as a cross-curricular objective in education. Schools in Flanders are autonomous so they can decide how/if they reflect this objective in the curriculum and learning outcomes. In Wallonia, entrepreneurship skills are explicitly recognised as a cross-curricular. As in Flanders, the schools in Wallonia are autonomous in devising the curricula and thus embedding entrepreneurship education in classes. The German-speaking community of Belgium explicitly recognises entrepreneurship education as part of the framework curriculum.

In all regions of Belgium, entrepreneurship is often associated and/or embedded in courses on “economic sciences” or “economics”

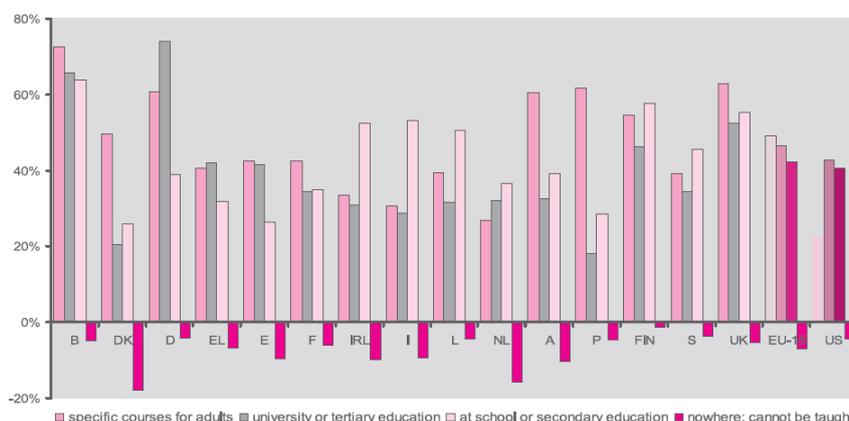
At Higher Education level, entrepreneurship is taught both as a separate course at both bachelor and master levels and as a stand-alone curriculum and programme leading to a degree in “entrepreneurship”, often mingled with other elements, such as management, innovation, finance.



## In-depth look at the Flemish ecosystem for entrepreneurship

- Entrepreneurial activity in Flanders seems to be quite low in comparison with other countries worldwide.
- Flanders and Belgium are falling in the ranks of the 16 participating EU countries and even of the 49 participating countries worldwide.
- only 3 out of 100 people in the labor force are actively involved in starting up a company or have started up a company recently.
- A clear, generally accepted definition and description of the term “entrepreneurship” is lacking in Flanders.
- Belgians apparently find that the period during higher education (along with specific courses for adults) is the most suitable time for students to learn about entrepreneurship (Figure 1).

**Figure 1. Where entrepreneurship should be taught**



Source: “How entrepreneurial are our Flemish students?”, 2007, Flanders District of Creativity

- Although Belgium, including Flanders is one of the front-runners in educational attainment (the proportion of individuals enrolled in post-secondary education is relatively high compared to other countries), the prevalence rate for high-potential entrepreneurship is relatively low.

-In a comparative analysis concerning the degree of creativity of nine economically top regions, Flanders scores a total of 65.2%. This score is far lower than the front runners (Baden-Württemberg and Maryland), but higher than regions such as Quebec and Lombardy.

-Flanders scores significantly higher than the average of the nine regions (56.6%), earning good points for openness and innovation.

- More problematic is the score for entrepreneurship in Flanders: with 46.8%, it is not even close to the average of 52.1%. In this respect, Flanders occupies seventh place out of the nine.

- The main subject studied in Belgium and Flanders is Business Administration (Figure 2)

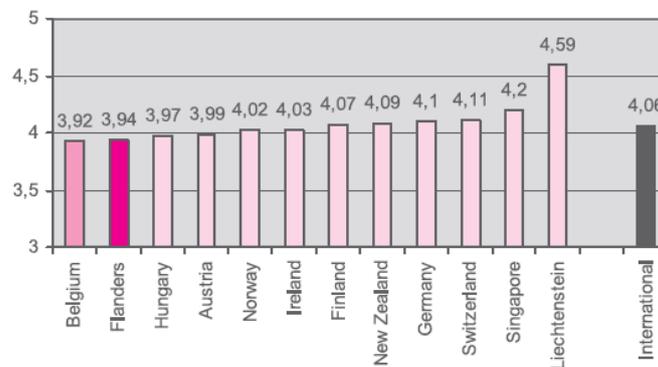
**Figure 2. Main subject studied by students**

	Business administration	Social sciences (psychology, sociology and similar subjects)	Natural sciences	Mathematical sciences	Mechanical and electrical engineering	Medical sciences and pharmaceuticals	Economics	Others
Switzerland	24,2	5,3	11,4	10,9	11,2	6,9	4,1	26,0
Liechtenstein	74,0	0,0	0,0	0,0	0,0	0,0	1,0	25,0
Germany	20,5	11,6	11,2	10,0	16,6	4,1	2,4	23,6
Austria	36,5	12,0	7,2	9,1	7,0	1,6	1,4	25,2
France	97,0	1,5	0,0	0,0	0,0	0,0	1,5	0,0
<b>Belgium</b>	<b>23,3</b>	<b>11,8</b>	<b>8,4</b>	<b>4,8</b>	<b>3,0</b>	<b>15,0</b>	<b>15,3</b>	<b>18,4</b>
<b>Flanders</b>	<b>27,7</b>	<b>9,6</b>	<b>3,8</b>	<b>2,7</b>	<b>0,3</b>	<b>7,3</b>	<b>33,9</b>	<b>14,6</b>
Ireland	53,6	2,4	5,6	2,8	5,6	5,2	9,3	15,5
Finland	36,2	2,2	5,1	14,4	22,1	4,0	2,7	13,3
Norway	9,9	0,7	12,4	14,3	14,2	5,1	12,2	31,2
Hungary	30,3	5,1	7,1	16,3	8,6	0,7	16,7	15,2
New Zealand	11,1	17,3	13,4	5,7	6,0	12,9	6,1	27,5
Australia	68,7	1,5	0,0	0,0	1,5	0,0	11,9	16,4
South Africa	72,0	0,0	0,0	0,0	0,0	0,0	24,0	4,0
Singapore	63,0	6,8	0,0	1,7	0,0	0,0	12,7	15,8

Source: Flanders District of Creativity

-Students were asked to rate their university in terms of entrepreneurial environment (Figure 3); the entrepreneurial environment at the institutions of higher education in Belgium and Flanders score the lowest (3.92 and 3.94) of all participating countries.

**Figure 3. How do you judge the climate and premises for starting a business at your university/college? (1 = very bad; 6 = very good)**

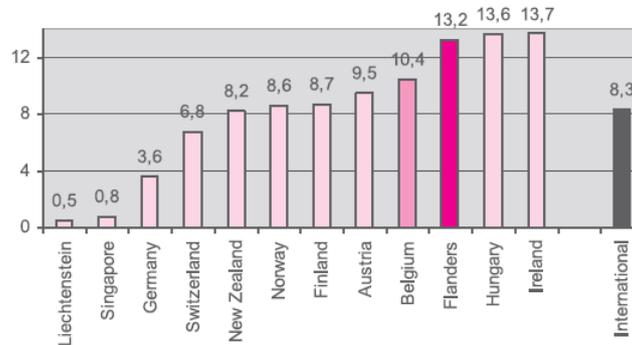


Source: Flanders District of Creativity

- The availability of entrepreneurship related courses offered at university/college is very much below the average in Belgium and Flanders (Figure 4)



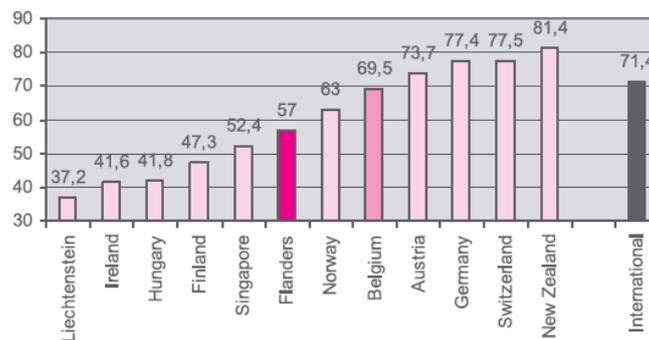
**Figure 4. No entrepreneurship-related courses offered**



Source: Flanders District of Creativity

- Even when entrepreneurship-related courses are offered by the universities, the students do not necessarily attend them. Next figure (5) shows the percentage of students who do not attend any entrepreneurship-related courses, even though such courses are available at their universities.

**Figure 5. Non-attendance of entrepreneurship-related courses**

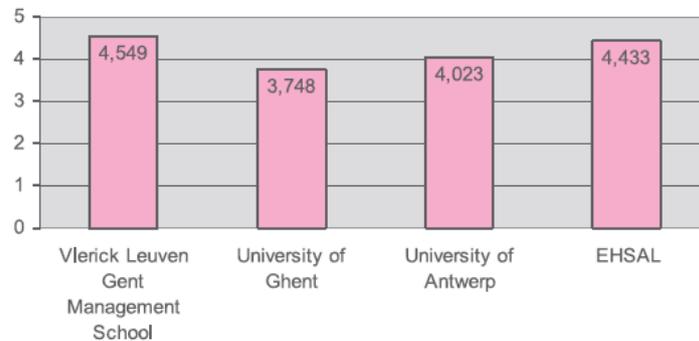


Source: Flanders District of Creativity

- When compared internationally, 57% of the students in Flanders tend not to take such courses.
- However, the international average for non-attendance is even higher, at a rate of 71.4 %.
- The judgment over the climate and premises for starting a business at your university/college is higher in Ghent University and in University of Antwerp than Vlerick Leuven Gent Management School and EHSAL (figure 6)



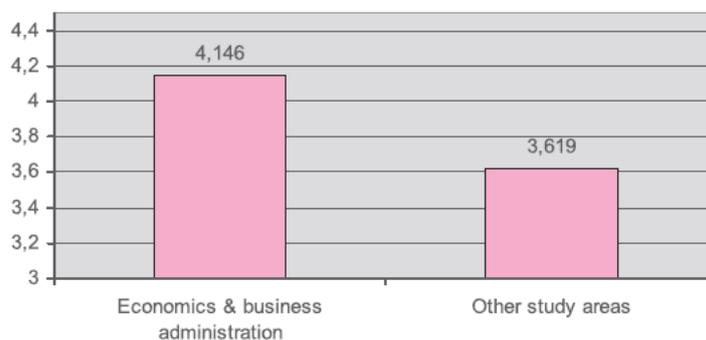
**Figure 6. Judgment over the climate and premises for starting a business at university/ College. (1 = very bad; 6 = very good)**



Source: Flanders District of Creativity

- There is a different judgment over the climate and premises for starting a business at your university/college even amongst study areas, between students studying economics & business administration and students in other study areas (Figure 7); the entrepreneurial culture within economics & business administration is significantly more developed than the entrepreneurial culture within other study areas.

**Figure 7. Judgment over the climate and premises for starting a business at university/college? Results compared amongst study areas (1 = very bad; 6 = very good)**

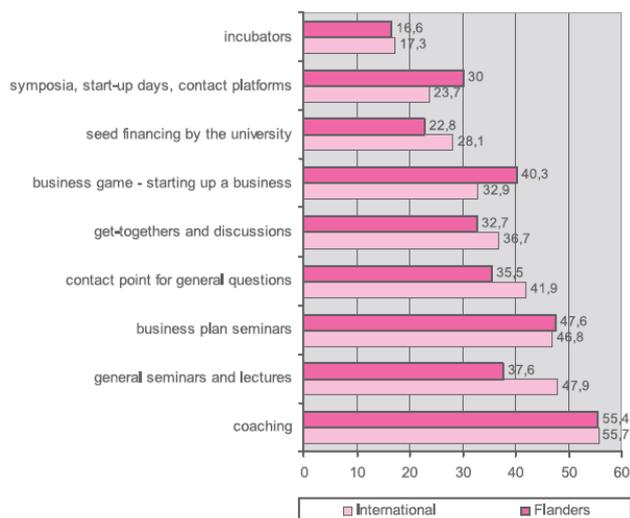


Source: Flanders District of Creativity

- The international average shows that most students would like to see coaching courses on offer, followed by general business-oriented seminars and lectures and business plan seminars; the results for Flanders are in line with the international findings: for Flanders as well, the entrepreneurial support that the students want most is coaching for the start-up of their own business (figure 8).



**Figure 8. Support students would like to see offered at universities**



Source: Flanders District of Creativity

- There is considerable variation in the students' expectations with respect to becoming an entrepreneur. Table 1 ranks the countries according to the students' expectations of becoming an entrepreneur.

**Table 1. Rankings of expected entrepreneurial position**

Immediately after graduation (< 5 years)			After a few years of work experience (> 5 years)		
Country	value in %	rank	Country	value in %	rank
<b>Belgium</b>	<b>16,6</b>	<b>1</b>	Singapore	46,9	1
Hungary	16	2	Ireland	44,8	2
Ireland	15,7	3	<b>Belgium</b>	<b>44,7</b>	3
<b>Flanders</b>	<b>15,1</b>	4	<b>Flanders</b>	<b>40,8</b>	4
Austria	14,2	5	Liechtenstein	37,5	5
Liechtenstein	13	6	New Zealand	37,4	6
New Zealand	12,6	7	Hungary	35,7	7
Singapore	12,4	8	Austria	35,5	8
Norway	12,2	9	Norway	34	9
Finland	9,8	10	Switzerland	32,5	10
Switzerland	9,5	11	Finland	29,2	11
Germany	8	12	Germany	26,8	12
International	12,2		International	34,8	

Source: Flanders District of Creativity

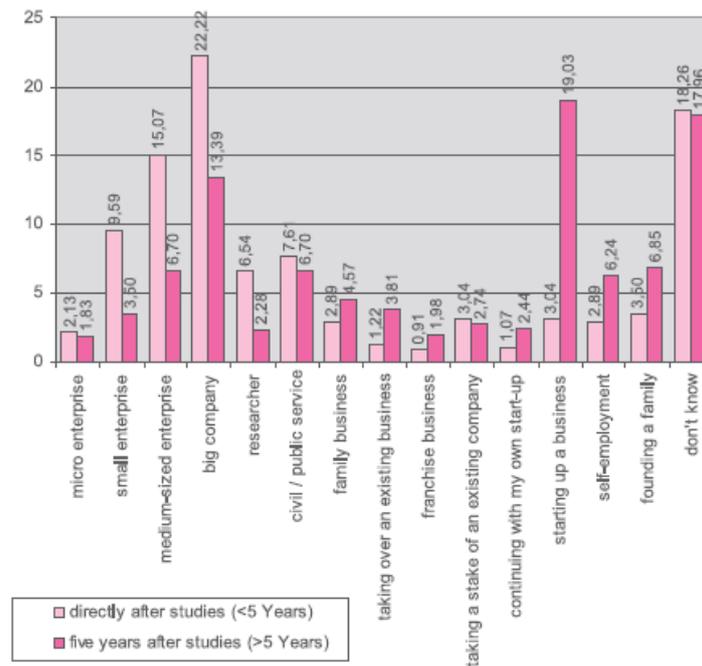
- These rankings show that the entrepreneurial expectations for students in Flanders are quite high. In fact, for the “within 5 years after graduation” category, Belgium scores the highest of all participating countries (16.6%), while Flanders ranks fourth with 15.1%.

- Next figure (9) shows the average of job expectations were for the first 5 years following graduation (< 5 years) in Flanders.



-The Flemish averages for students who intend to enter the job market after graduation are as follows: entry into a large company (22.2%), a medium-sized company (15.07%), or a small company (9.59%). Students also view public service (7.61%) and research (6.54%) as important activities.  
 -More students intend to become an entrepreneur after having gained several years of professional experience than those who intend to do so directly after graduation.

Figure 9. Average of job expectations for the first 5 years following graduation (< 5 years) in Flanders.



Source: Flanders District of Creativity

- The international average percentage for establishing a business was 3.2% (Figure 10).  
 - On average, such businesses were established 4.8 years ago. With regard to the average age of the Belgian and Flanders students at the time they established their business (29.6 years), that it is significantly higher than the average age of all students (24.2 years).

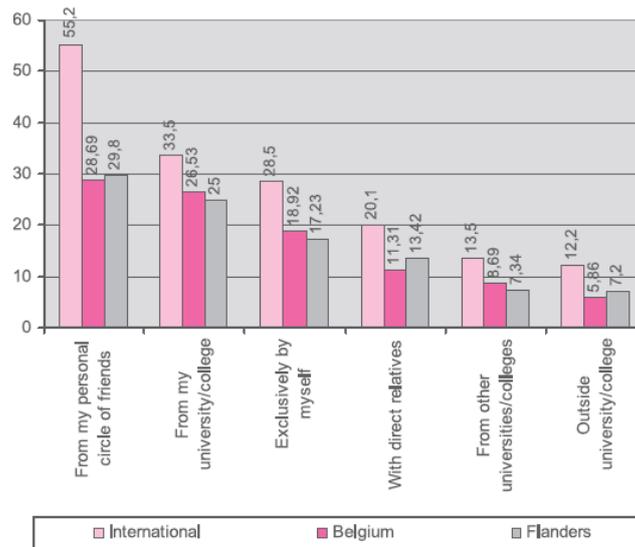
Figure 10. Businesses established by students

Country	n =	rate of founders	founded ... years ago	number of employees	number of founders	average age of founders
Liechtenstein*	14	7	4,2	2,5	2,8	31,9
Singapore*	17	4,8	2,5	2,4	2,3	24,1
Austria	424	4,7	5	4,1	1,6	30,8
Finland	68	4,4	5,2	1,8	1,6	29,1
New Zealand	260	3,3	5,3	4,1	1,8	30,6
Ireland*	8	3,2	8,2	1,3	2,4	35,3
Norway	31	2,8	4,4	2,0	1,8	28,9
Germany	84	2,7	3,3	1,9	1,8	26
Hungary	81	2,4	3,6	3,9	2	27,9
Switzerland	210	2,4	4,4	4,1	2,3	28,2
Flanders*	13	2,0	7,0	4,1	2,1	30,4
Belgium*	22	1,4	7,1	4,3	2,1	29,8
International	1224	3,2	4,8	3,7	1,9	29,6

Source: Flanders District of Creativity

- Compared internationally, students who formed an entrepreneurial team to establish a business in Flanders drew people mostly from their circle of friends (29.8%) and from their own university/college (25%) (Figure 11).

**Figure 11. Partners of business founders (indications in %)**



Source: Flanders District of Creativity

-Although the students had already thought of establishing a business, the international average showed that 47.2% of all students had not yet carried out any specific steps to establish concretely a business.

-Compared internationally, Flanders (51.1%), occupies third place. This means that Flemish students are amongst the least likely to establish their own business, although they have considered it.

-The process of establishing a business may present a number of difficulties.

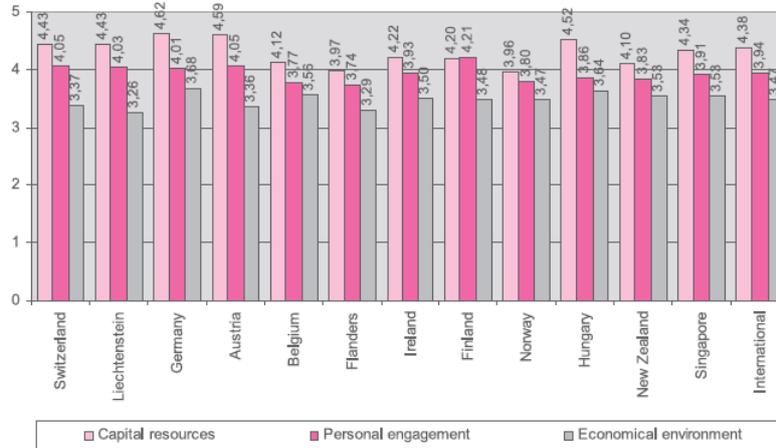
- The first factor/obstacle may be referred to as 'economic conditions'. This factor includes the business environment and the economic situation.

- The second factor could be 'financial resources', which includes: lack of private capital, lack of foreign capital, and personal financial risk.

- The third factor – 'personal engagement' – comprises: lack of courage, fear of failure, and lack of a good business idea (Figure 12).



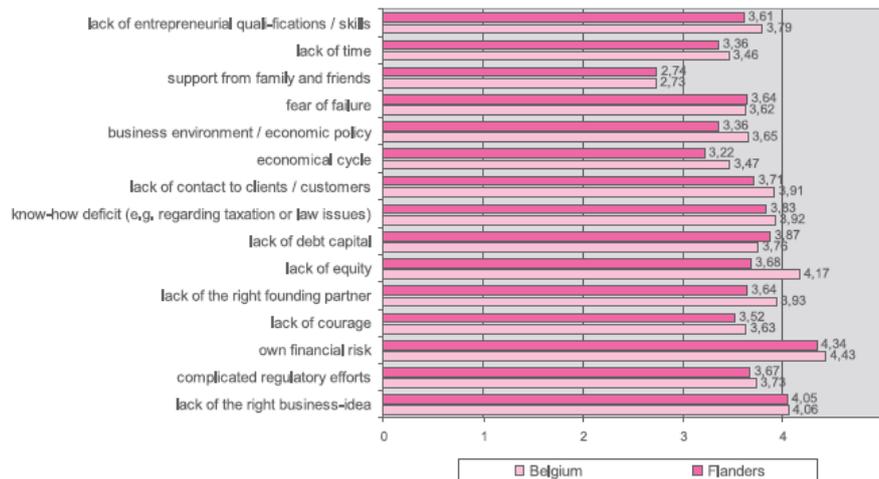
**Figure 12. Obstacles compared internationally**



Source: Flanders District of Creativity

- Financial resources are viewed as the biggest obstacle in all countries, ahead of personal engagement and economic conditions.
- At the same time, most Flemish and Belgian students perceived taking personal financial risks as the biggest obstacle (Figure 13).

**Figure 13. Obstacles to establishing a business in Flanders (6 = very significant obstacle, 1 = very insignificant obstacle)**



Source: Flanders District of Creativity



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